

Little Engines

1a Cargreen Road, LONDON, SE25 5AD

Inspection date	23/09/2014
Previous inspection date	15/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The management team accurately monitor and identify the needs for the nursery. Robust plans are in place for improvement and many have been implemented to improve quality and outcomes for children.
- Staff work together well; deployment of staff allows experienced staff to act as good role models for apprentices, developing good practice throughout the nursery.
- Staff promote children's communication and language skills well. They talk about what they are doing throughout the routine. Children take part in a broad range of activities that enable them to make good progress in their learning.
- Parents are involved in their child's learning. Effective systems are used for communicating between the nursery and the child's parents.

It is not yet outstanding because

- Children have fewer opportunities to see and use numbers around the environment, to enhance their understanding of the value of numbers.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the registered owner, deputy manager, staff and spoke to the children at appropriate times during the inspection.
- The inspector observed the children as they took part in activities in the inside play environment and when visiting the local park.
- The inspector and deputy manager carried out a joint observation of practice.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.

Inspector

Claire Douglas

Full report

Information about the setting

Little Engines opened in 2003 and re-registered in 2010 due to renovation of the existing premises. The nursery is one of three settings operated by Abacus Childcare Settings Ltd and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a small converted building spread over two floors, close to Norwood Junction station in South Norwood, in the London Borough of Croydon. There is no outdoor play area, but visits are made to local parks each day. The nursery is open each weekday from 7am to 6:30pm for 51 weeks of the year. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are currently 29 children on roll in the early years age group. A total of 13 staff work with the children, including the manager. 10 staff hold appropriate childcare qualifications and three are working towards a qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide further opportunities for children to see, and take note of numbers throughout the environment, to promote their early mathematical skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Smooth transitions from home to nursery are encouraged with gradual settling-in times planned according to the individual child's needs. This results in the children feeling happy and secure within the nursery. Staff develop positive relationships with children and parents during this time and gain a good understanding of the child's background and needs. Staff record observations of children's starting points with guidance from parents. This helps them get to know children's capabilities and stages of development. Staff record children's achievements when they have settled, identifying targets to share with parents so that there is continuity of learning. They use relevant guidance to assess children's progress to identify next steps to support each child effectively in all areas of learning. Staff are supported when completing progress checks for children aged between two and three years, which are shared with parents. Children take part in a range of activities which help them progress in their learning both in the inside and outside play environments. This prepares them for the next stage in their development and for school. However, children have fewer good opportunities to see and use numbers around the environment. This does not fully extend children's learning opportunities to enhance their understanding of the value of numbers and mathematics.

Staff talk to children as they play, extending their learning, vocabulary and communication skills well. For example, during the inspection, staff sat at the children's levels, while discussing colours in a book. Staff used songs and rhymes often to help engage children in the activity developing speech such as a bubble song. Children delighted in singing along as they blew and popped the bubbles, noticing if they were big or little ones. Children who speak English as an additional language benefit from help to develop their language skills through the use of flash cards and key words sought from parents in their home languages. Staff help children to develop their social and emotional skills as they are encouraged to take turns and be kind to one another, for example when needing to wait a little while for their turn to kick the ball in the park. Children have good opportunities to develop their learning about the world around them through the outings they go on daily. For example, children were delighted to find shiny conkers that had fallen from a tree in the park. They observed squirrels running with nuts in their mouths and watched as aeroplanes made patterns in the sky. Children paint, draw and stick to express their creativity both in the nursery and at the park, developing hand control and future writing skills.

Children can choose from a range of books; they share these with staff, as well as with each other to develop their literacy skills. Children have some opportunities to count throughout the day, for example how many animals they can see in the picture book, and how many dogs are in the park. They learn about different cultures and ways of living through the celebration of festivals and the positive images they see around them; for example, in the books and play resources they use including dolls and puzzles. Staff deployment is good meaning that staff supervise children closely and support them fully with the activities they choose.

Children develop their physical skills through regular music and movement sessions that take place both at the nursery and in the park. Younger children delight in climbing up the wooden slide in the baby room and sliding down to increase their physical capabilities. Regular walks, often twice a day ensure children exercise and have fresh air while enjoying the space around them. Staff assess children's progress accurately, recording and identifying areas to develop to encourage further learning. These are especially helpful for identifying if children need extra support. Staff share progress with parents through regular meetings and involving them in the children's learning. Parents receive newsletters termly and verbal discussions take place daily. This ensures communications stay current and helps parents to continue their child's learning at home.

The contribution of the early years provision to the well-being of children

Children are happy and settled. They form secure attachments with their key person and the staff who are responsive to their needs. Parents receive regular opportunities to share information from home and they are offered linked activities to complete at home from the nursery's activity library. All the children have their own unique book made up at the nursery. These include photographs of themselves and their families which they are able to share. These help children to feel secure and develop a good sense of belonging.

Staff check that the environment is safe, inside, outside and on outings. This means children's independence and confidence can grow as they move freely and safely around the nursery. Children select from a well-resourced range of age appropriate, safe and suitable play materials. Children are beginning to gain an understanding of risk and learning how to keep themselves safe. Staff remind them of safety rules throughout the routine and ask them to think about how to manage risks. For example, when walking along the pavement to the park, staff remind the children to stay away from the edge of the pavement so a car does not hurt them. Children are also included in practising regular fire drills. Paediatric first-aid training is prioritised and logged. This helps to ensure all staff attend updates and further training where appropriate to help them care for children appropriately in the event of an accident. The deployment of staff ensures there is always a first-aid trained member of staff available throughout the day in particular when the children are eating to protect their well-being.

Staff support children's good health and well-being through providing healthy snacks. On the day of the inspection, children carefully selected from a choice of banana, kiwi and rice cake for their morning snack. Children understand the importance of good hygiene. They understand that washing their hands or using liquid sanitizer removes dirt before they eat, which then prevents them from becoming ill. They talk about the effects of exercise on their bodies. For example, after running in the park, staff discussed how the exercise makes them feel strong, developing children's understanding of healthy lifestyles. Children delight in having a turn at being the helper and handing out the cheese muffins for tea. This helps develop children's independence and personal, social and emotional skills, preparing them well for their next stage in their learning. The staff team follow procedures when assisting children with their personal care. Staff make use of disposable gloves when necessary which helps reduce the risk of cross contamination. Appropriate independence is encouraged for pre-school children with toileting, with subtle but effective supervision, helping prepare them for school. Staff support children's understanding of the need to share and take turns and to respect each other's feelings. They act as good role models, praising children and thanking them for achievements throughout the routine. As a result, children are developing good manners and they are aware of their boundaries and expectations for good behaviour.

The effectiveness of the leadership and management of the early years provision

The staff team has a clear understanding of their duty to protect children. They refer to the nursery's comprehensive safeguarding policy and procedure well to support them in their care and protection of children. All staff receive safeguarding training, which assists them to promote children's welfare effectively. To ensure staff are fully aware of their individual responsibility for good safeguarding practice, relevant scenarios are discussed amongst the team. Robust recruitment and vetting procedures help ensure adults working with the children are suitable to do so. This supports the nursery to ensure children are cared for by staff that are dedicated and committed to children's care and education. There are clear systems in place to make sure that adult to child ratios are met at all times, enabling staff to keep children safe and secure. Staff have regular opportunities for

supervisions and appraisals. Together they identify training needs to enable all staff to update and expand their knowledge. This helps improve outcomes for children.

The management team and senior practitioners work alongside staff, acting as good role models, mentors and observers of good practice. This helps to develop new staff and apprentices with their overall quality of practice. Staff observe and record children's achievements. These are tracked in accordance with their age and stage of development. This process ensures that all children are progressing in their development. Staff are encouraged to feedback their views on the way the nursery is managed. This system encourages staff to reflect on their practice and helps with continual assessment of the quality of the provision. Staff, parents and children contribute to the self-evaluation processes. Staff provide input at team meetings, while parents and children contribute through questionnaires and verbal feedback. These systems all help the staff to evaluate and assess how well the provision meets the requirements of the Early Years Foundation Stage. Plans for improvement are relevant and ongoing. The staff team are conscientious with an aspiration for quality care and continuous development.

The partnership formed with parents is good. Parents and carers express positive comments about the nursery and commitment of staff. In particular how well the staff communicate with them about their child's individual needs. They acknowledge how staff provide a friendly, happy and stimulating environment for their children to learn in and they are confident that their children enjoy coming. The nursery has good systems for sharing information with other agencies where relevant. Links are encouraged with other providers, in particular the local primary schools to provide continuity of care and meet children's individual needs well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY376335
Local authority	Croydon
Inspection number	844415
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	29
Name of provider	Abacus Childcare Settings Ltd
Date of previous inspection	15/05/2009
Telephone number	0208 768 5555

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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